

Egerton Rothesay School

Curriculum Policy

Introduction

Egerton Rothesay offers full-time supervised education for pupils of compulsory school age (children aged 5 to 17) and both part-time and full-time education for those beyond this age. The education offered gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The principal language of instruction is English.

Through its curricular provision, ERS aims to:

- provide subject-matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement
- enable pupils to acquire speaking, listening, literacy and numeracy skills
- provide, where a pupil has a statement, education which fulfils its requirements
- provide personal, social and health education which reflects the school's aims and ethos
- provide appropriate careers guidance for pupils receiving secondary education
- provide pupils beyond compulsory school age with a programme of activities which is appropriate to their needs
- ensure that all pupils have the opportunity to learn and make progress
- prepare pupils for the opportunities, responsibilities and experiences of adult life

This policy outlines the ways in which the school meets these aims. It is written with regard to the Independent School Standards Regulations and follows guidance provided by the Independent Schools Inspectorate.

Full-Time Education

The Department for Education views provision of more than 20 hours per week to be full-time education. DCSF circular 7/90 (non statutory guidance) suggests minimum amounts of time for a school year for children aged 5 to 16 within a mainstream school setting. Pupils at ERS receive more hours of education than those suggested by this circular. This is set out in Appendix 1.

Supervision of Pupils

Pupils are supervised appropriately at all times. At least one adult will be present in younger pupils' lessons and lunch and break times for younger pupils are supervised by one or more adults depending on location. Older pupils will also have at least one adult present within lessons but they may, on occasion be allowed to work independently. In such cases an adult will be within close proximity and readily contactable. During break times, a rota operates so that there is sufficient supervision in all parts of the school.

Care is taken to ensure the careful planning of supervision during off-site activities. Details of supervision are contained within the planning for each offsite activity.

Areas of Experience

All children are offered a broad curriculum leading up to BTEC or GCSE level, with subjects at the secondary stage to suit both those of a more academic nature and those of a practical inclination. Pupils follow the 3 core subjects of English, Mathematics and Science. The curriculum also covers History, Geography, RE, one or two modern foreign languages, IT, Drama, Music, Design Technology, Home Economics and Textiles. Children take part in sports and games and visits to places of interest outside the school. All children in the school take part in a weekly activities afternoon, including activities such as horse riding, low ropes, trampoline, golf, taekwondo and climbing. Individual tuition is available in a range of musical instruments. For all pupils, the curriculum provides experience in the following areas:

- **Linguistic**
Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing. All pupils receive lessons in written and spoken English. Pupils also have the opportunity to study a Modern Foreign Language unless, for reasons of special educational need, they have been disapplied from this.
- **Mathematical**
Pupils make calculations and develop understanding and appreciation of relationships and patterns in number and space. They have opportunity to develop their capacity to think logically and to express themselves clearly. Knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific**
Pupils develop their knowledge and understanding of nature, materials and forces. They are encouraged to view science as a process of enquiry and to develop associated skills such as observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological**
Pupils develop a range of technological skills, including the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **Human and Social**
This includes the subjects of History and Geography. Pupils develop understanding of people and how they interact with their environment; and how human action, both now and in the past, has influenced events and conditions. Pupils learn about the main world faiths within Religious Education and PSHE. As ERS is a Christian Faith School, there is a particular emphasis on learning about Christianity.
- **Physical**
Pupils develop physical control and co-ordination as well as tactical skills and responses. They are encouraged to evaluate and improve on their performance across a

range of individual and team sports and activities. They acquire knowledge and understanding of the basic principles of fitness and health.

- **Aesthetic and Creative**

Pupils have opportunity to make, compose and invent across within a range of disciplines and through a variety of media. In particular (but not exclusively), subjects such as art, music, dance and drama contribute to this area.

The curriculum is taught through discrete subjects. In Poplar, subjects are monitored by either the Poplar Base Leader or a subject co-ordinator. In the Senior School, they are organised and taught within departments. It is the responsibility of each co-ordinator / head of department to develop a policy and long-, medium- and short-term curriculum plans for their subject and to oversee provision and standards in their delivery.

Pupils with Special Educational Needs (SEN)

Nearly all pupils at ERS have some sort of learning difficulty and many have a statement of special educational need. The school aims to provide a broad and balanced curriculum to every pupil, taking into account the requirements of their statement if they have one. The school ensures that all statements are reviewed annually and that the pupil's Local Authority is invited to the annual review meeting.

All pupils have a Cross-Curricular Individual Education Plan (CCIEP). These are reviewed at least annually by the Head of Special Educational Needs. Most pupils receive at least one individual lesson with a specialist teacher, who provides the pupil with an Individual Education Plan (IEP). Both the CCIEP and the IEP take into account the targets set at an annual review of a statemented pupil. CCIEPs are circulated to all teaching staff who use them to inform their lesson planning.

Further detail of provision for pupils with SEN can be found in the school's Special Educational Needs Policy.

Personal Social and Health Education (PSHE)

This is provided to all pupils as a discrete subject. Aspects of PSHE are also addressed at other times, for example in assemblies. Further details can be found in the school's PSHE scheme of work.

The Spiritual, Moral, Social and Cultural (SMSC) Development of pupils is a significant part of the school's PSHE programme. Within this, the school aims to enable and encourage pupils to

- develop their self-knowledge, self-esteem and self-confidence.
- distinguish right from wrong and to respect the civil and criminal law.
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working both in their local area and to society more widely.
- become confident and positive contributors to their community and effective users of its services and facilities.

- develop a broad general knowledge of public institutions and services in England.
- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony.
- gain insights into the origins and practices of their own cultures and those of the wider community
- respect the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- act consistently with their beliefs and with a view to the consequences of their own and others' actions
- appreciate racial and cultural diversity and avoid and resist racism

In all aspects of school life, staff will avoid any activity which promotes a partisan political view and will ensure that, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. (adapted from the Independent School Standards Regulations and DfE guidance)

Careers Guidance

During Year 9, advice is provided to help pupils to choose GCSE or other courses to be studied from Year 10 onwards. Within the senior school the frequency and emphasis of careers education increases as pupils get older. Pupils have opportunity to learn about different careers and to gather information about training, education and occupations beyond school. In Year 11, pupils undertake an aptitude test (Morrisby) which provides guidance relating to strengths, weaknesses and interests as pupils approach transfer to further education or employment. In Years 12 and 13 a specific careers lesson is timetabled each week and several courses offer practical experience relating to the world of work.

Pupils above Compulsory School Age

ERS provides education for pupils beyond compulsory school age, up to the age of 19. The curriculum for these pupils allows scope for the development of pupils' talents and interests and helps prepare them for the opportunities, responsibilities and experiences of adult life.

Opportunity to Learn and Make Progress

The school aims to make the curriculum accessible to all pupils, including those with SEN and/or disabilities. Entry to all programmes of study is based on appropriateness (and, with regard to subject choices for Year 10 onwards, each pupil's interest, ability and motivation) regardless of sex, race, disability, religion or belief.

The school does not currently have any pupils for whom English is an additional language. However, this in itself would not prevent a child from joining the school and, prior to admission of such a pupil, the school would plan an individual programme to ensure the pupil would be able to participate as fully as possible in the curriculum.

Responsibilities

All educational staff are expected to support and to work consistently and in accordance with this policy.

The Governors are responsible for ensuring that this policy is implemented effectively. This responsibility for implementation is delegated to the Headteacher who, with the support of members of the Senior Management Team, will report regularly to the Governors regarding curriculum developments and issues.

Responsibility for ensuring this policy is implemented within each subject area is delegated to the Heads of Department/ subject co-ordinators who are also responsible for providing information as required to the Headteacher, in order to support reporting to the Governors.

Heads of Department may also be asked to provide information regarding their subject directly to the Governors.

Review

This policy will be reviewed every two years.

Policy approved by: David Vesey
(on behalf of Governing Body)
Date:14.9.16

Next Review (latest):September 2018

Appendix 1

Hours of Education in a school year

DCSF circular 7/90 (Non statutory Guidance) suggests the following minimum amount of time for a school year within a mainstream school setting:

Age		Days in school			Hours per day	Hours per week	Hours per year
5 to 7		190			4.30	21.5	817
8 to 11		190			4.70	23.5	893
12 to 16		190			4.80	24	912

The school year at Egerton Rothesay is made up as follows:

	Time in school	Days in school	Hours in school	(Less break times)	Hours per day	Hours per week	Hours per year
Years 1 to 6	8.45 to 4.00	170	7.25	1.75	5.5	27.5	935
Year 7 and above	8.45 to 4.00	170	7.25	1.0	6.25	31.25	1062.5